



ST PAUL ELEMENTARY

3074 Liberty Hill Road
Summerton, SC 29148

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 187 Students | |
| Principal | Rosa T. Dingle | 803-478-2286 |
| Superintendent | Dr. Rose H. Wilder | 803-485-2325 |
| Board Chair | Ms. Wanda Thomas | 803-460-4322 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2011 | Average | Average |
| 2010 | Average | Average |
| 2009 | Below Average | At-Risk |
| 2008 | Below Average | At-Risk |
| 2007 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

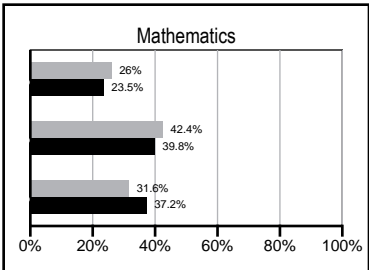
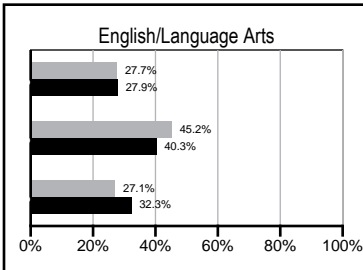
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 3 | 9 | 110 | 50 | 19 |

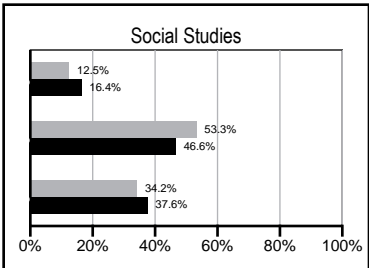
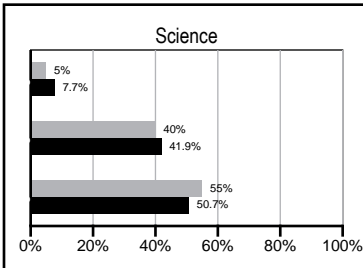
* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

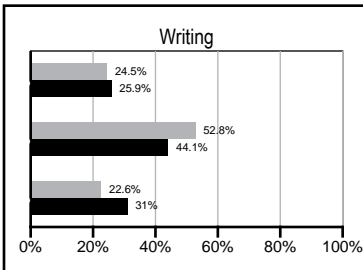
| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



| |
|-----------|
| Exemplary |
| Met |
| Not Met |



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=187) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 1.1% | Up from 0.0% | 1.5% | 1.1% |
| Attendance rate | 96.3% | Up from 95.8% | 95.9% | 96.2% |
| Served by gifted and talented program | 4.9% | Down from 5.3% | 6.1% | 13.4% |
| With disabilities other than speech | 10.1% | Down from 11.2% | 4.3% | 4.1% |
| Older than usual for grade | 1.1% | Up from 1.0% | 0.5% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=12) | | | | |
| Teachers with advanced degrees | 83.3% | Up from 64.3% | 61.8% | 62.5% |
| Continuing contract teachers | 66.7% | Up from 57.1% | 83.3% | 88.2% |
| Teachers returning from previous year | 78.9% | Up from 57.4% | 85.4% | 87.8% |
| Teacher attendance rate | 98.1% | Up from 97.2% | 95.0% | 95.2% |
| Average teacher salary* | \$42,878 | Up 9.5% | \$45,346 | \$46,773 |
| Professional development days/teacher | 26.3 days | Up from 16.4 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.8 | 4.0 |
| Student-teacher ratio in core subjects | 17.9 to 1 | Up from 16.5 to 1 | 17.9 to 1 | 19.9 to 1 |
| Prime instructional time | 93.3% | Up from 92.6% | 89.9% | 90.4% |
| Opportunities in the arts | Good | Up from Fair | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 94.5% | 100.0% | 100.0% |
| Character development program | Good | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$9,581 | Down 14.2% | \$8,233 | \$7,447 |
| Percent of expenditures for instruction** | 56.2% | Up from 55.1% | 68.0% | 68.4% |
| Percent of expenditures for teacher salaries** | 50.2% | Up from 49.7% | 64.2% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The faculty and staff continue to be guided by the vision of St. Paul Elementary School; to establish and maintain high expectations for all students. We believe that setting high expectations for all students is the key to academic excellence.

The 2010-2011 school year was a great year for our students, faculty, and staff. It was our first year with Response to Intervention; a focus on literacy that is research based. The purpose of Response to Intervention is to provide all students with the best opportunity to succeed in school, identify students that need further assistance, and ensure students receive appropriate instruction and support. As a result of Response to Intervention, our students were afforded the opportunity to have more books in the classroom. We continued with some of our "Best Practices" such as looping, single-gender classes, and Edison learning. Looping is an educational practice in which a single graded class of students stays with a teacher for two or more years. Single-gender classes were implemented in 3rd and 4th grades. Single-gender is a research-based program that facilitates achievement for all students. The Edison Learning program was successfully implemented. Edison Learning is an intervention program that reinforces math and reading skills at every grade level.

Academically, we utilized the South Carolina academic standards as the driving force for instruction. Teachers attended an array of professional development including site-based study groups to increase student's independent reading performance. Training seminars, educational conferences, and peer observation are a few examples of professional development opportunities that were provided. Teachers participated in a book study, Independent Reading by Denise N. Morgan, Maryann Mraz, Nancy D. Padak, and Timothy Rasinski.

A variety of technology tools were utilized to supplement the learning process including First in Math; a computer-based program designed to strengthen math skills. Promethean boards are in all of the classrooms. There are two computer labs for our students to conduct research.

Our students participated in the USC Region II Science & Engineering Fair, math bowl, Pee Dee Region II Spelling Bee, quarterly awards day programs, valentine ball, Veterans Day, relay for life campaign and many other events.

Finally, our 5th grade Washington, D.C. educational tour was a huge success. Our students toured The White House, U.S. Holocaust Memorial Museum, The Washington Monument, Smithsonian National Museum of American History, Arlington National Cemetery, and took a trolley ride around Washington, DC learning about the historical sites.

We will continue to be guided by our vision statement in keeping high expectations for all of our students. We would like to sincerely thank our parents, community, and all stakeholders for their continued support.

Rosa Dingle, Principal
Eric Caldwell, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 14 | 43 | 44 |
| Percent satisfied with learning environment | 84.6% | 92.7% | 83.3% |
| Percent satisfied with social and physical environment | 85.7% | 90.2% | 74.4% |
| Percent satisfied with school-home relations | 78.6% | 92.7% | 84.6% |

* Only students at the highest elementary school grade level and their parents were included.

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N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 21.9% | 0.0% | No |
| Student attendance rate | 96.3% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 184 | 94.6 | 22.8 | 47.9 | 29.3 | 83.8 | 78.5 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 96 | 93.8 | 26.4 | 46 | 27.6 | 79.3 | 75.1 | 78.7 | N/A | N/A |
| Female | 88 | 95.5 | 18.8 | 50 | 31.3 | 88.8 | 81.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | I/S | I/S |
| African American | 175 | 94.3 | 22.5 | 48.8 | 28.8 | 83.8 | 78.5 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 93 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 68.8 | 45.5 | 40.9 | 13.6 | 68.2 | 41.5 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 164 | 93.9 | 22.4 | 50.7 | 27 | 84.2 | 78.5 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 184 | 98.4 | 30.5 | 43.1 | 26.4 | 76.4 | 77.8 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 96 | 99 | 32.6 | 42.4 | 25 | 73.9 | 73.6 | 79.9 | N/A | N/A |
| Female | 88 | 97.7 | 28 | 43.9 | 28 | 79.3 | 81.9 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | I/S | I/S |
| African American | 175 | 98.3 | 31.7 | 43.7 | 24.6 | 75.4 | 77.2 | 71.4 | No | Yes |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 94.6 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 90.6 | 65.5 | 27.6 | 6.9 | 34.5 | 35 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 164 | 98.2 | 32.7 | 43.4 | 23.9 | 74.8 | 77.2 | 74.9 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 125 | 100 | 55 | 40 | 5 | 45 | 55.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 63 | 100 | 50.8 | 42.6 | 6.6 | 49.2 | 58 | 68.3 |
| Female | 62 | 100 | 59.3 | 37.3 | 3.4 | 40.7 | 52.8 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 80.7 |
| African American | 118 | 100 | 55.7 | 39.1 | 5.2 | 44.3 | 55.3 | 51.4 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 85.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 61.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | N/AV | N/AV | N/AV | 17.4 | 20.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 115 | 100 | 54.4 | 40.4 | 5.3 | 45.6 | 55.3 | 57.3 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 125 | 100 | 34.2 | 53.3 | 12.5 | 65.8 | 68.3 | 72.5 |
| Gender | | | | | | | | |
| Male | 63 | 100 | 31.1 | 52.5 | 16.4 | 68.9 | 67 | 72 |
| Female | 62 | 100 | 37.3 | 54.2 | 8.5 | 62.7 | 69.5 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 81 |
| African American | 119 | 100 | 35.7 | 52.2 | 12.2 | 64.3 | 67.4 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 89 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 69.6 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 66.7 | 28.6 | 4.8 | 33.3 | 27.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 108 | 100 | 34 | 56.6 | 9.4 | 66 | 68.8 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 55 | 100 | 22.6 | 52.8 | 24.5 | 77.4 | 76.9 | 73.2 | 96.3 | 96 |
| Gender | | | | | | | | | | |
| Male | 35 | 100 | 26.5 | 52.9 | 20.6 | 73.5 | 76.4 | 67.2 | 96.1 | 95.7 |
| Female | 20 | 100 | 15.8 | 52.6 | 31.6 | 84.2 | 77.6 | 79.4 | 96.5 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 81.5 | 93.3 | 93.6 |
| African American | 52 | 100 | 20 | 54 | 26 | 80 | 77.8 | 61.3 | 96.4 | 96.1 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 87 | N/A | 94.4 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 96.3 | 96.4 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 72.2 | N/A | N/A |
| Disability Status | | | | | | | | | | |
| Disabled | 7 | I/S | I/S | I/S | I/S | I/S | 50 | 26 | 96.5 | 96.1 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 65.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 50 | 100 | 24.5 | 53.1 | 22.4 | 75.5 | 76.5 | 63.2 | 96.4 | 96.3 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 67 | 92.5 | 21.9 | 23.4 | 54.7 | 78.1 |
| | 4 | 60 | 95 | 36.8 | 47.4 | 15.8 | 63.2 |
| | 5 | 75 | 98.7 | 35.9 | 51.6 | 12.5 | 64.1 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 64 | 93.8 | 17.2 | 43.1 | 39.7 | 82.8 |
| | 4 | 66 | 90.9 | 22.8 | 47.4 | 29.8 | 77.2 |
| | 5 | 54 | 100 | 28.8 | 53.8 | 17.3 | 71.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 67 | 100 | 29.7 | 26.6 | 43.8 | 70.3 |
| | 4 | 60 | 100 | 43.9 | 50.9 | 5.3 | 56.1 |
| | 5 | 75 | 98.7 | 42.2 | 45.3 | 12.5 | 57.8 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 64 | 100 | 32.3 | 38.7 | 29 | 67.7 |
| | 4 | 66 | 95.5 | 28.3 | 46.7 | 25 | 71.7 |
| | 5 | 54 | 100 | 30.8 | 44.2 | 25 | 69.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 34 | 100 | 40.6 | 53.1 | 6.3 | 59.4 |
| | 4 | 60 | 100 | 47.4 | 45.6 | 7 | 52.6 |
| | 5 | 35 | 100 | 34.5 | 51.7 | 13.8 | 65.5 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 32 | 100 | 60 | 36.7 | 3.3 | 40 |
| | 4 | 66 | 100 | 60.3 | 36.5 | 3.2 | 39.7 |
| | 5 | 27 | 100 | 37 | 51.9 | 11.1 | 63 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 33 | 100 | 15.6 | 46.9 | 37.5 | 84.4 |
| | 4 | 60 | 100 | 19.3 | 70.2 | 10.5 | 80.7 |
| | 5 | 39 | 100 | 57.1 | 28.6 | 14.3 | 42.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 32 | 100 | 25 | 59.4 | 15.6 | 75 |
| | 4 | 66 | 100 | 36.5 | 52.4 | 11.1 | 63.5 |
| | 5 | 27 | 100 | 40 | 48 | 12 | 60 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 69 | 100 | 22.7 | 28.8 | 48.5 | 77.3 |
| | 4 | 61 | 100 | 39.7 | 36.2 | 24.1 | 60.3 |
| | 5 | 74 | 98.7 | 24.6 | 43.1 | 32.3 | 75.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 55 | 100 | 22.6 | 52.8 | 24.5 | 77.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample